

Lesson plan

Teacher: Gerassimenko Yevgeniya Sergeyevna

Topic: Traveling to Desert Island!

Objectives: by the end of the lesson students will be able

- to use the words on the themes “Professions” and “Things for surviving”;
- to practice modal verbs can, must, should in their speech;
- to ask and answer Wh- questions;
- to express opinion and prove own point of view using the phrases “I think that...”, “I agree/I disagree.....”;
- to explain the reason using the word “because...”;
- to analyze information and choose the most suitable answers in problem solving tasks.

Skills: Reading, Speaking, Listening, Writing

Level: A2

Time: 90 minutes

Materials provided: One copy of Worksheets per student in the class, Power Point presentation on the theme “Traveling to Desert Island”, the cut parts of pictures, pictures of first class, business class and premium economy class tickets.

Stage	Activity	Aim	Materials	Time	What teacher does	What students do
1. Intro ducti on	Brainstorming activity	To introduce a topic of the lesson To elicit students’ ideas about the theme of the lesson	Power Point presentation on the theme “Traveling to Desert Island”	7 min	Teacher stands in front of the class, greets students “Hello, dear students! How are you today? I am glad to see you on our lesson”. Then teacher introduces the topic of the lesson “Today our class is going to travel to desert island” Teacher shows presentation and asks the question: “How do you think what we will do today on our lesson?”	Students express their opinions and ideas about the topic of the lesson
	Division into groups	To divide the class into groups	Parts of pictures	3 min	Teacher gives the parts of pictures to students and explains the task: “Now you should find your group putting parts of picture together”.	Students look for their group using a part of picture, make the picture of separate parts and sit together
2. Main stage	“Choice of things” problem solving task Group work	To develop students’ knowledge of usage of the words on the theme “Things for surviving”	Power Point presentation on the theme “Traveling to Desert Island” Worksheet 1	15 min	Teacher explains the first problem: “You should choose the most important things to survive on the island! Everything can happen. Even you can be lost. You have list of things but you must choose only 10 things and explain why”. Teacher gives	Students discuss the list of things and choose the most important items to survive on the island explaining the reason of their choice. Students share opinions with other groups, ask the questions to each other and then compare their ideas with the

		To analyze the list of things and choose the most important things			students the lists of things. While students are working, teacher monitors their ideas. After discussion and presentation of their answers teacher shows the correct variants on the slide and if necessary makes some comments.	correct answers.
	“Choice of survivors” problem solving task Group work	To develop students’ knowledge of usage of the words on the theme “Professions” To analyze the list of people and choose the most useful people for living on the island	Power Point presentation on the theme “Traveling to Desert Island” Worksheet 2	15 min	Teacher says: “Our ship came across the reefs! Now it is sinking! But don’t worry! There are many lifeboats and we are not far from the island! We will survive!” Teacher explains the second problem: “There are only 5 places in your lifeboat. Someone has told you that the island is very dangerous. But there are animals to hunt and fruit to pick. Here are the survivors, choose wisely and remember to make a note of the good/bad points. Choose only 5 people and explain why.” Teacher gives the lists of people indicating age and profession to students. While students are working, teacher monitors their discussion.	Students analyze the list of people and discuss the candidates for surviving, prove their point of view making notes of good/bad points then share opinions with other groups and ask the questions to each other.
	“Ritual dance”	To give opportunity to students to have a rest and move To have fun	Video file “Hippo and dog” from www.youtube.com/watch?v=IJwgP44Ap9E	5 min	Teacher says: “Now we are on the coast and you’re meeting wild animals. If you want to get on the island you should dance with them ritual dance of this island”. Teacher shows the video and dances with students.	Students watch the video and repeat the movements after dancing and singing animals.
	“Challenge for other group” Problem solving task Group work	To practice lexical material and modal verbs in written and oral speech	Power Point presentation on the theme “Traveling to Desert	20 min	Teacher gives the blank papers to students and says: “Imagine that you live on the island for a week. It is a wild island. You can have challenges with food and water getting or communication problems	Students make up a problem for other groups; write their variant of problem solving. Then they change with speakers and share their ideas. Speaker must present the problem and

	“Jigsaw”		Island”		between the members of your group and etc. Now you should make up a problem for another group. But you also should offer your own variant of solving a problem. Solving a problem of other group you can use all the things and people taken by you on the island.” While students are working, teacher monitors their ideas. Then teacher suggests choosing one speaker from every group and exchanging with speakers.	write all solutions on paper. Then speaker comes back to his/her group and present all ideas to the group members. Students discuss these solutions and ask the questions to each other.
	“Buying tickets” Test	To develop students’ knowledge of usage of modal verbs and lexical material on the themes “Professions” and “Things for surviving”	Worksheet 3	10 min	Teacher says: “We live on the desert island for ten days. One day we see a plane! Pilot wants to sell the tickets! But we don’t have money. Write a test and buy a ticket! Your score of correct answers will give you opportunity to get ticket of first class, business class or premium economy class!” Teacher gives the tests to students.	Students do the test in their worksheets individually
3. Closing stage	Peer - assessment	To assess individual work of each other	List of correct answers of the test	5 min	Teacher exchanges students’ worksheets between groups and gives the list of correct answers to students. Then gives first class, business class or premium economy class tickets to students according to personal result.	Students check up the works of each other, compare the answers with correct variant and write a score and get the tickets according to the result.
	Reflection Sharing opinions	To analyze the lesson To elicit what students have learnt at the lesson To assess individual work in group discussion	Power Point presentation on the theme “Traveling to Desert Island”	10 min	Teacher shows the last slide and asks the questions: <ol style="list-style-type: none"> 1. What was new information for you on the lesson? 2. What activities did you like most? 3. What did you dislike on the lesson? 4. Assess your individual work and participation in group work using five point scale. 5. Who did you like working in your group with? Why? 	Students answer the questions, share opinions and express their ideas to the class.

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